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ABSTRACT

This paper reports the results of 3 years of Chinese language instruction experience at the Rochester Chinese Institute. The author designed, implemented, and evaluated a comprehensive instructional curriculum in Chinese language for students aged 11-17 years. Students were first generation American Chinese children of Chinese interracial marriages, and students of American or other ethnic/racial origin. The problems faced by each specific group of students in terms of native language competence and acquisition of Chinese are outlined. A major finding of the course was the constant challenge of both problems with and techniques for student motivation. In particular, the interplay between semi-native speakers and non-Chinese learners is detailed. Brief outlines of selected lesson plans with English translations are given with Chinese-character writing samples. (NAV)

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Jasmine Tang

ED 386 039

Description of a Typical Chinese School and The Result of a Three-Year Study:

"Case Study Of Rochester Chinese Institute"

1) Introduction of Chinese School System.
2) One major problem facing Chinese schools in the U.S.A. is teaching Non-mainstream students.
3) Definition of Non-mainstream students:
   a. Students whose mother language is Mandarin but the students were born in U.S.A
   b. Students are from a family with an interracial marriage one parent of Chinese descent and one of another.
   c. Students who are not interested or motivated to learn Chinese but are forced to do so by their parents.
4) Description of the three year curriculum designed and implemented Jasmine Tang in teaching the students who came from the above background at the Rochester Chinese Institute.
5) Conclusion

   Results of the three year curriculum study.

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Special Curricula for English-speaking Learners

at Chinese Community Schools By Jasmine Tang

Because of recent political and economic developments, many Americans have expressed an interest in Chinese language and culture. Americans, however, frequently have difficulty in learning Chinese because it is both a tone language and a language that relies on thirty-seven phonetic symbols, which include twenty-one consonants and sixteen vowels. This increased number of vowels is one reason why Chinese is difficult for Americans to learn, for each vowel has an unfamiliar tonal quality.

The tonal quality of Chinese emphasizes pitch, while English has much more restricted tonal characteristics. In addition, memorization is much more important in Chinese than in English; while English student have to memorize spelling, Chinese students have to memorize characters, as well as phonetic symbols and tonal qualities. Students of Chinese often need to work harder on their listening, speaking, reading, and writing skills. While Americans might be excited about Chinese, their linguistic background frequently places them at a disadvantage.

In this paper, I will report the results of my three-year instructional experience at the Rochester Chinese Institute, where I designed, implemented, and evaluated a comprehensive instructional curriculum in Chinese language for students age 11-17. The goal of my project is to develop a curriculum that will help American students of all ages and racial backgrounds, including college students, learn Chinese, while at the

same time enhancing their appreciation for the Chinese language and its culture.

There are three categories of students who attend the Rochester Chinese Institute: first generation American-Chinese; children of Chinese interracial marriages; and students of American or other ethnic/racial origin. Problems faced are as following:

Native speakers:

Native speakers pose a special problem. They are often argumentative and even combative at times. This insistence on an "I'm right, you are wrong" attitude often creates tension, and at times, embarrassing situations in a classroom. They tend to be nonchalant about their work and play on the pretense that they already know the task at hand. There is also a great deal of frustration with non-native students, and non-native students become frustrated with them. A conflict line is drawn between the two battling groups: the natives, with their "knowledge" of the language and often more superior vocabulary and the non-natives, who must struggle more and who sometimes let the natives rule the roost.

There is certainly a need to use the more superior language skills of the native speakers in order to benefit the class as a whole without allowing the native speakers to take over the class and the teacher's authority. The way is to pair them off in group projects with non-natives so that native speakers are not always together, constantly repeating mistakes and never contributing to class in a productive manner. In turn, non-native students can impose their knowledge of grammar, which in most cases is

must better than that of the native speakers. The native speakers have a strong tendency to ignore grammar or they have simply adopted bad forms which have remained uncorrected for years.

Interracial Speakers:

Usually these speakers have a special problem. They have heard the language from one side of the family in an inconsistent basis, yet they receive little or no support from the native speaker parent. One reason the native speaker parent does not help his/her child is because the parent does not want to draw a language line between himself/herself and the spouse. This is especially predominant in families where the spouse does not care or has little time/interest in learning up hearing the language on a limited basis. In order to avoid conflict, the native speaker spouse also resorts to the vernacular. This is a problem that usually cannot be resolved in families, but, many interracial children can also contribute a lot to a class (i.e. vocabulary, slang), though perhaps not on the level an native speaker can.

Non-Chinese Speakers/Students:

This group frequently feels frustration because they do not have the background of the above-mentioned groups. They are at times left out and cannot relate to certain language/cultural situations because they have no family linkage. However, these students can become an addition to the class because they tend to be motivated, interested and hard-working. They pay more attention to grammar and correctness, whereas our first two groups tend to ignore the fundamentals of the language.

In order to address such a diverse student population, I developed my own series of four texts that emphasizes phonetics in the acquisition of Chinese language skills. I found that most traditional texts were too limited in their methodologies, and I discovered that a flexible, integrative approach was both more effective and satisfying for my students. In addition to my texts, I also emphasized role playing and audio instruction as ways of increasing my students' contact with Chinese language and culture. (See sample 1-10) Throughout the duration of my study, I observed that while students expressed a preference for my integrative approach to language instruction, they still had difficulty in adopting the new language and its discourse conventions. Many students were afraid to rehearse their Chinese language skills in class for fear of failure, while others voiced their frustration that Chinese writing skills were unfamiliar and too challenging. I discovered such simple strategies like games (tic-tac-toe and bingo), team competition, and the use of dictionaries helped alleviate many of the students' anxieties. In the dictionary game, students have to know phonetic symbols or characters, both of which are in most dictionaries. Students, knowing one or the other system, are able to look up any work I give to them in class. By using either the phonetic symbols or characters, the first student who can write the word out in Chinese gets a point. Students seem to get more out of a game than by pure memorization.

Based on my research and observations, I reached the following conclusions. First, students are reluctant to complete exercises and homework without frequent

encouragement. Second, most of the available textbooks for Chinese language instruction are written for a juvenile audience. More effort is needed to develop instructional materials appropriate for a wider range of students. Third, daily classroom and language laboratory work is a necessary part of effective Chinese language instruction. Finally, students need to engage with other Chinese speakers, both native and non-native, outside of the classroom, perhaps by rehearsing their language skills at parties, on field trips, in language clubs, at conferences, and even at concerts, movies, and plays. How do you get students involved in these activities and motivation? There are problems, such as lack of transportation, work, and time constraints for this "extra credit", and students frequently do not see such programs in a positive fashion seeing it as self-help and language involvement. My materials will challenge the students to take on their own learning and make them responsible for their final grade. In the past, students have depended on me and not on themselves for their final grade. Thus, when they did not participate in class and/or did not turn in homework, they still expected to earn a grade of B or better. New course materials will help students to evaluate themselves and make them more responsible for their own grades. Thus, I would like to develop a system of self-evaluation and self-training.

Even though my system has proved to be the most successful I have ever used, there are still motivation problems and motivation techniques that have to be improved upon. How do we as language professionals outwit our current system where the

students lack time or interest? This is the area in which I would like to focus in the hopes of improving students' language skills and their interest in learning without having to argue with them about how they need to start helping themselves.

Perhaps in our next language meetings, we can all come up with suggestions and better solutions to these problems and incorporate into an even better system for our students.

注音符號

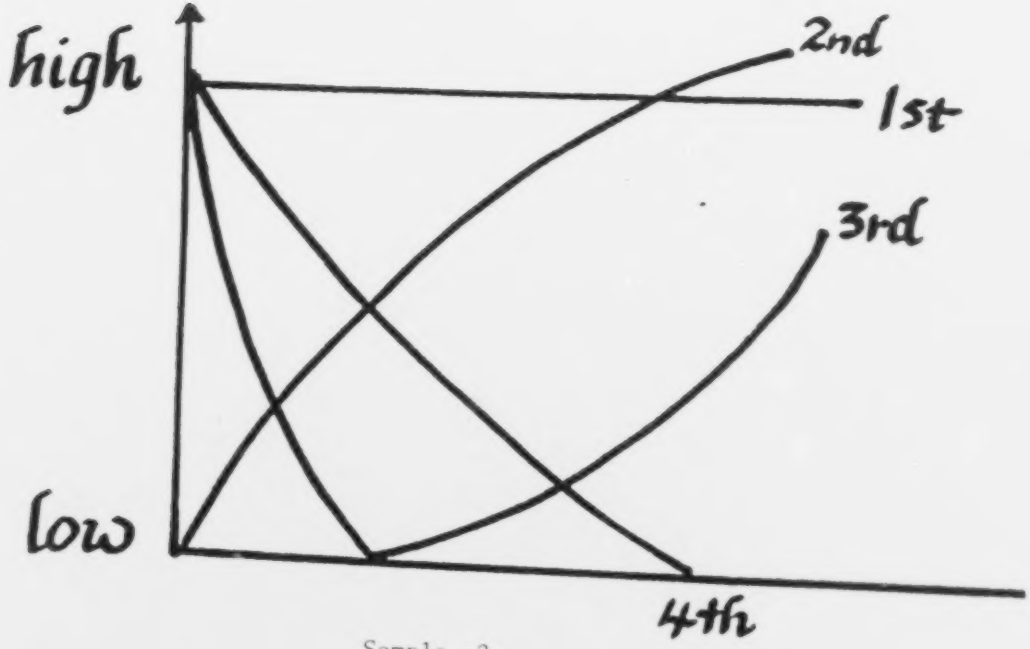
ㄅ ㄆ ㄇ ㄈ ㄉ ㄊ ㄋ ㄌ ㄍ ㄎ ㄏ ㄐ ㄑ ㄒ ㄓ ㄔ ㄕ ㄖ ㄗ ㄘ ㄙ ㄚ ㄛ ㄜ ㄝ ㄞ ㄟ ㄠ ㄡ ㄢ ㄣ ㄤ ㄥ ㄦ

Sample -1-

聲調 ㄕㄥ ㄉㄧㄠˋ

TONES

- 輕聲 ㄑㄧㄥ ㄕㄥ
- 第一聲 ㄉㄧˋ ㄧ ㄕㄥ
- ／第二聲 ㄉㄧˋ ㄦˊ ㄕㄥ
- ✓第三聲 ㄉㄧˋ ㄙㄢ ㄕㄥ
- 、第四聲 ㄉㄧˋ ㄙˋ ㄕㄥ



ㄅㄚ	ㄆㄛ	ㄇㄚ	ㄈㄥ	ㄉㄧ	ㄊㄚ	ㄋㄞ
ㄅㄚˊ	ㄆㄛˊ	ㄇㄚˊ	ㄈㄥˊ	ㄉㄧˊ	ㄊㄚˊ	ㄋㄞˊ
ㄅㄚˇ	ㄆㄛˇ	ㄇㄚˇ	ㄈㄥˇ	ㄉㄧˇ	ㄊㄚˇ	ㄋㄞˇ
ㄅㄚˋ	ㄆㄛˋ	ㄇㄚˋ	ㄈㄥˋ	ㄉㄧˋ	ㄊㄚˋ	ㄋㄞˋ

第一課 好 ㄏㄠˇ

ㄏㄠˇ

ㄌㄠˇ ㄕ ㄏㄠˇ

ㄊㄨˊㄒㄧˊ ㄏㄠˇ

ㄆㄥˊ ㄧㄡˇ ㄏㄠˇ

ㄌㄠˇ ㄕ ㄏㄠˇ
老師好

ㄊㄨㄥˊㄒㄩㄝˊㄏㄠˇ
同學好

ㄆㄥˊ ㄧㄡˇ ㄏㄠˇ
朋友好

Lesson 1 Greeting I

means good (in this lesson it is used as a greeting; i.e., Hello / Hi)

Hello, teacher.

Hello, classmate(s).

Hello, friend(s).

第二課 早

老師早

同學早

老師好

同學好

你好

你早

13

Lesson 2 Greeting II

means early (in this case, it is used as a greeting; i.e., Good morning.)

Good morning, teacher.

Good morning, classmate(s).

Hello / Hi!

Good morning.

寫一寫：WRITE THE FOLLOWING:

老師　早　紙

同學　的　書

朋友　好　書包

大家　有　橡皮

我　筆

你　鉛筆

他「她」　原子筆

第二課 家人

我的家裏有公公，婆婆，
外公，外婆，爸爸，媽媽，
哥哥，姐姐，弟弟，妹妹
還有伯伯，阿姨，舅舅，叔叔和姑姑。

Sample -7-

Lesson Two: Family

My family consist of : grandpa and grandma on father's side, grandpa and grandma on mother's side, father, mother, older brother, older sister, younger brother, younger sister, also uncle, aunt.

第六課　電話

你家電話幾號？

我家電話是三二一五四七六，你呢？

二四五五二四七。

好極了！我明天打電話給你好不好？

不行，我明天不在家，後天呢？

可以，請你打到我辦公室來。

好，回頭見。

Sample -8-

Lesson Six: Telephone

What is your telephone number?
321-5476. What about yours?
245-5247.
Wonderful, I call you tomorrow o.k.?
No, I won't be home tomorrow, what about the day after?
Fine.
Please call me at my office.
O.k. see you later.

第八課　圈圈看

請把對的圈出來：　CIRCLE THE CORRECT ANSWER:

1．ㄏㄨㄥˊ　ㄙㄜˋ：紅色，白色，黑色。

2．ㄐㄧㄣ　ㄊㄧㄢ：今天，明天，後天。

3．ㄔ　ㄈㄢˋ：吃飯，吃糖，吃冰淇淋。

4．ㄎㄞ　ㄇㄣˊ：關門，開門，問門。

5．ㄉㄚˋ　ㄕㄨˋ：大樹，人數，大書。

6．ㄕㄨ：書，數，數。

7．ㄌㄧㄤˇ：兩，雨，雪。

8．ㄍㄨㄛˊ：園，國，回。

9．ㄑㄧㄥˇ：請，誰，說。

10．ㄊㄚ：你，他，個。

第九課　填填看　FILL IN THE BLANKS:

一・ㄚˇㄇㄨˇ　ㄎㄞˊㄇˊ　ㄏㄨㄚˋ。
二・ㄇㄛˇ　ㄇㄟˇ　ㄧㄡˇ　ㄅㄧˇ。
三・ㄓㄜˋ　ㄚ　ㄚㄟˇ・ㄉㄜ　ㄅㄧˇ？
四・ㄐㄧㄣ　ㄊㄧㄢ。
五・ㄓㄜˋ　ㄉㄧˇ。
六・ㄇㄛˇ　ㄗㄨㄛˇ　ㄨㄢˊ　ㄈㄢˊ　ㄍㄟˇ　ㄋㄧˇ　ㄔ。
七・ㄇㄟˇ　ㄇㄟˇ　ㄍㄟˇ　ㄔㄨㄢ　ㄒㄧㄣ　一。
八・ㄈㄤˊ　ㄗㄞˋ　ㄅㄨˋ　ㄅㄨˋ　一ㄙ　ㄨㄢˊ。
九・ㄉㄧㄙ　ㄚ　ㄐㄧㄙ　ㄨㄛˇ。
十・ㄇㄧㄥˊ　ㄊㄧㄢ　ㄐㄧㄢ。
十一・ㄨㄛˇ　ㄅㄨˋ　ㄐㄧㄝˋ　ㄓㄨㄛ　ㄍㄨㄛˊ　ㄏㄨㄚˋ。
十二・ㄑㄧㄥˊ　ㄋㄧˇ　ㄐㄧㄙ　ㄇㄢˊ　ㄉㄠˋ。
十三・ㄊㄚ　ㄚㄟˇ？
十四・ㄒㄧㄝ・ㄒㄧㄝ。
十五・ㄐㄧˋ　ㄉㄧㄢˇ？
十六・ㄉㄧㄠˋ。
十七・ㄐㄧㄣ　ㄉㄧㄢˋ。
十八・ㄉㄧㄠˋ。

我妹這老明謝來
房不妹是師天謝
子愛愛誰叫見
我裡講穿的我
今做晚不新筆
樹天中衣
幾上進飯要國
兩點開來給玩
他是誰紅這你
我沒有筆花裏吃